



Port Royal Elementary

1214 Paris Avenue

Port Royal, South Carolina

Grades	PK-5 Elementary School	
Enrollment	342 Students	
Principal	Jo Shirley	843-322-0834
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Below Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

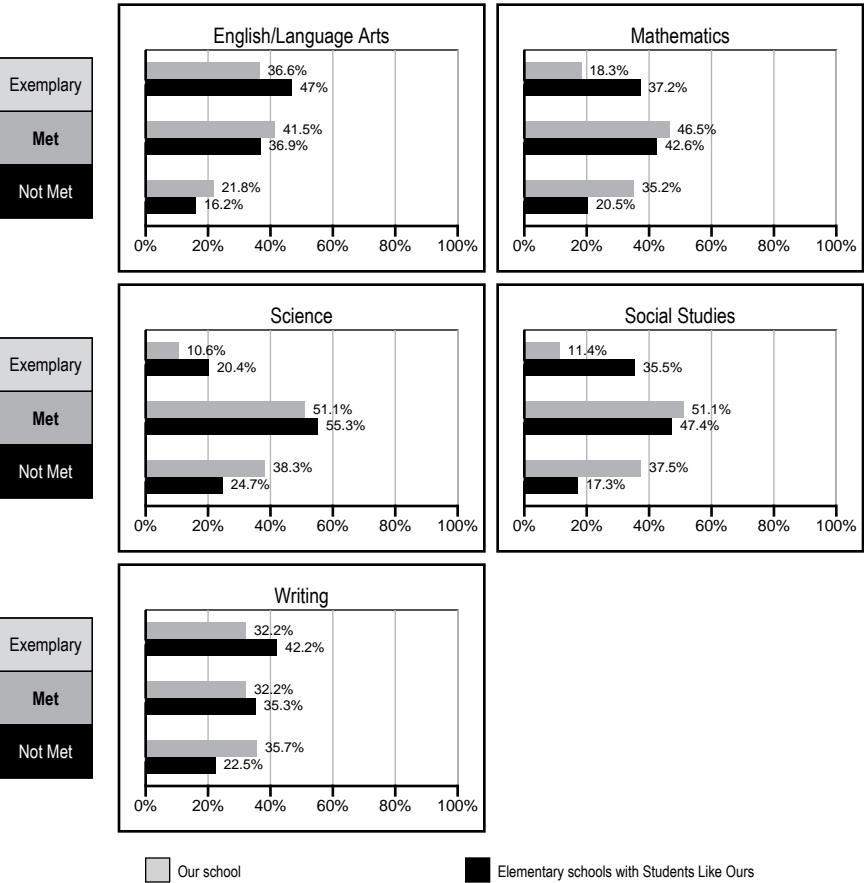
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	38	20	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=342)				
First graders who attended full-day kindergarten	96.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.9%	Up from 1.2%	1.5%	1.9%
Attendance rate	97.3%	Down from 97.8%	96.6%	96.3%
Eligible for gifted and talented	15.4%	Up from 0.6%	15.8%	10.0%
With disabilities other than speech	4.3%	Down from 6.1%	6.8%	7.7%
Older than usual for grade	0.0%	Down from 1.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	53.8%	Up from 52.0%	61.4%	59.4%
Continuing contract teachers	69.2%	Down from 76.0%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.7%	Down from 75.5%	86.6%	85.9%
Teacher attendance rate	92.7%	Down from 94.1%	95.1%	95.1%
Average teacher salary*	\$48,726	Up 4.2%	\$48,308	\$47,149
Professional development days/teacher	5.2 days	Down from 16.0 days	11.3 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 21.1 to 1	19.3 to 1	18.8 to 1
Prime instructional time	88.9%	Down from 91.0%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,539	Down 3.8%	\$6,905	\$7,458
Percent of expenditures for instruction**	67.1%	Down from 73.6%	69.6%	68.8%
Percent of expenditures for teacher salaries**	54.0%	Down from 72.4%	61.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The campus of the historical Port Royal Elementary School, founded in 1911, remains at the center of the Town of Port Royal, only minutes from the Sands on the Battery River. The small town setting allows for learning to take place both inside and outside of the classroom. This year we continued to place an emphasis on interdisciplinary inquiry units and action in the world based on ten character words that help to facilitate an international mind-set and awareness.

Having been an International Primary Years Programme School, this year the SIC, teachers, and families agreed to no longer be a part of this programme but to venture into curriculum based solely on South Carolina Standards. Using what has been learned from IB-PYP as our direction, we are now free to team teach and direct our attention directly on SC Standards without the additional requirements. In addition, the school has agreed to instruct students in straight grades, doing away with multi-age in grades one and two. These decisions were based on the fact that MAP scores show growth and progress and it is our desire to continue this upward motion.

Attendance numbers fluctuated this year from three hundred forty six to three hundred sixty eight students. This was due to military obligations, shifting economic situations, and the seasonal availability of rentals. This movement impacts all students enrolled and the teachers, administration, and SIC have begun to address ways to address students who enter our school during the year and need extra assistance. Varieties of classes included single gender for 3 first and second grades, 1 for third grade, and 6 teachers became part of the looping initiative with the state. We will continue to analyze the data from these programs. In addition, new instruction was learned and applied based on Every Day Math and 6+1 Traits writing.

Port Royal continues to thrive as a school with high parental involvement. School wide celebrations for each grade level and portfolio showcases brought over 1,000 family and community members to the school. In addition, five family nights included information on reading, math, science, ESOL, and gifted and talented. Highlights this year continued to be the quiz bowls, created the previous year by the SIC, and a math scavenger hunt at the local Bi-Lo, a business partner for our school. The school's guidance counselor ran monthly meetings on parenting and student behavior. Fifth graders were exposed to colleges in Charleston to help encourage them to look beyond middle and high school.

The faculty, staff, and SIC will continue to follow the goals of the strategic plan in maintaining lower teacher-pupil ratio, intervention groups to compact learning and mastery of skills, a strong related arts program, and will venture into the Habits of Mind for character education. Next year we will continue with full time math and technology coaches adding one literacy coach and two reading teachers. We will also continue with the part time early childhood interventionist which proved to bring effective growth this year for four, five and six year olds.

Kay Keeler, Principal
Mitchell Pate, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	52	50
Percent satisfied with learning environment	100.0%	88.5%	93.9%
Percent satisfied with social and physical environment	95.8%	92.3%	96.0%
Percent satisfied with school-home relations	95.8%	88.5%	96.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	97.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	147	100	21.8	41.5	36.6	86.6	81.8	82.8	Yes	Yes
Gender										
Male	79	100	24.7	45.5	29.9	85.7	78.2	79.3	N/A	N/A
Female	68	100	18.5	36.9	44.6	87.7	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	98	100	15.5	41.2	43.3	93.8	92.4	89.5	Yes	Yes
African American	36	100	35.3	44.1	20.6	70.6	71.8	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	72.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
Disability Status										
Disabled	13	100	61.5	30.8	7.7	61.5	41.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	69	100	35.4	43.1	21.5	76.9	73.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	147	100	35.2	46.5	18.3	78.2	77.3	78.9	Yes	Yes
Gender										
Male	79	100	32.5	49.4	18.2	79.2	75.8	77	N/A	N/A
Female	68	100	38.5	43.1	18.5	76.9	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	98	100	25.8	54.6	19.6	86.6	89.8	87.2	Yes	Yes
African American	36	100	61.8	26.5	11.8	55.9	62.7	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
Disability Status										
Disabled	13	100	76.9	15.4	7.7	38.5	37.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	69	100	53.8	36.9	9.2	64.6	66.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	97	100	38.3	51.1	10.6	61.7	66.1	67.5
Gender								
Male	54	100	39.6	50.9	9.4	60.4	66.1	67
Female	43	100	36.6	51.2	12.2	63.4	66.1	68
Racial/Ethnic Group								
White	61	100	31.7	58.3	10	68.3	82.9	79.5
African American	27	100	57.7	26.9	15.4	42.3	48.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	49.9	59.6
Socio-Economic Status								
Subsided meals	48	100	65.2	26.1	8.7	34.8	51.8	55.1

Social Studies

All Students	92	100	37.5	51.1	11.4	62.5	70.3	72.3
Gender								
Male	48	100	37	50	13	63	70	71.5
Female	44	100	38.1	52.4	9.5	61.9	70.6	73.2
Racial/Ethnic Group								
White	61	100	28.3	58.3	13.3	71.7	82.6	80.7
African American	19	100	N/AV	N/AV	N/AV	33.3	58.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	56.2	67.9
Socio-Economic Status								
Subsided meals	40	100	54.1	40.5	5.4	45.9	58.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	146	98.6	34.8	32.6	32.6	65.2	68.6	70.2	97.3	96.4
Gender										
Male	78	98.7	40.8	38.2	21.1	59.2	61.3	63.2	97.2	96.3
Female	68	98.5	27.7	26.2	46.2	72.3	76.2	77.5	97.4	96.6
Racial/Ethnic Group										
White	97	99	27.1	37.5	35.4	72.9	82.7	79.1	97.2	96.4
African American	36	97.2	57.6	18.2	24.2	42.4	54.5	57.6	97.4	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.1	86.2	97.9	97.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	57.4	62.6	97.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	98.9	96.3
Disability Status										
Disabled	12	91.7	N/AV	N/AV	N/AV	9.1	23.8	26.1	96.9	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	53.1	61.2	97.9	96.6
Socio-Economic Status										
Subsidized meals	69	98.6	58.5	21.5	20	41.5	55.9	58.9	96.8	96.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	48	100	30.4	32.6	37	69.6
	4	42	100	25	40	35	75
	5	57	100	12.5	50	37.5	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	48	100	39.1	47.8	13	60.9
	4	42	100	25	50	25	75
	5	57	100	39.3	42.9	17.9	60.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	26	100	42.3	46.2	11.5	57.7
	4	42	100	37.5	60	2.5	62.5
	5	29	100	35.7	42.9	21.4	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	22	100	55	40	5	45
	4	42	100	30	67.5	2.5	70
	5	28	100	35.7	35.7	28.6	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	48	97.9	35.6	26.7	37.8	64.4
	4	42	100	29.3	43.9	26.8	70.7
	5	56	98.2	38.2	29.1	32.7	61.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample